

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (K-8)  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Reverend Robert Kochanski

Official School Name: St. Joseph School

School Mailing Address:  
1909 Third Street  
Cuyahoga Falls , OH 44221-3894

County: Summit State School Code Number\*: 057240

Telephone: (330) 928-2151 Fax: (330) 928-3139

Web site/URL: www.saintjoe.org E-mail: rmkochanski@netscape.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Ms. Margaret Lyons

District Name: Cleveland Catholic Diocese Tel: (216) 771-5029

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: N/A N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☒ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 16 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	17	22	39
K	14	23	37	8	18	30	48
1	18	17	35	9	0	0	0
2	16	15	31	10	0	0	0
3	16	17	33	11	0	0	0
4	26	15	41	12	0	0	0
5	25	18	43	Other	0	0	0
6	19	20	39				
TOTAL STUDENTS IN THE APPLYING SCHOOL							346

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
0 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
98 % White  
1 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1.	346
(5)	Total transferred students in row (3) divided by total students in row (4).	0.012
(6)	Amount in row (5) multiplied by 100.	1.156

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Chinese

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 17

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1 %

Total Number of Students Served: 4

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>25</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	99%	98%	97%	98%
Daily teacher attendance	98%	97%	99%	98%	97%
Teacher turnover rate	0%	0%	8%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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St. Joseph School has a long, proud history in Cuyahoga Falls. Its roots date back to the 1830s, when Catholic families in the area gathered at each other's homes with a visiting priest to celebrate Mass. As the Catholic population grew with the employment opportunities of the burgeoning paper mill industry, a church was constructed and dedicated in 1887 to accommodate the 20 families that then comprised St. Joseph Parish.

Many of the early pastors dreamed about adding a parish school, but it wouldn't become a reality until after World War I. The school building that opened in 1923 featured four classrooms of students taught by four Sisters of Charity of St. Augustine. Several additions and two dozen classrooms later, the school reached a peak of about 1,300 students in the early 1960s. As the baby boomer generation swelled classrooms across the United States, the original boundaries of St. Joseph Church and School were divided to create other parishes and schools before changing demographics and smaller families became the new reality.

Today, St. Joseph School is a vibrant, Catholic community of 346 students, with two classes of each grade level, K-8. Fully accredited by the Ohio Catholic School Accrediting Association, St. Joseph School enriches its core curriculum with Spanish classes for grades K-8; art classes for grades K-8, taught by a certified art teacher; music for grades K-8, with band for grades 5-8; physical education and a comprehensive sports program; Christmas and spring concerts; and a drama club that produces and performs an annual play. Supported by a state-of-the-art computer lab, upgraded annually with money from the state auxiliary services and funds raised by school parents, technology is integrated in all subject areas. In addition to the central lab, there are computers in all classrooms and SMART Boards available to all teachers.

The driving force of St. Joseph School is its mission to proclaim the Gospel message of Jesus Christ, to help the students apply it to their daily lives, and to enable them to reach their full potential. To accomplish this, shaping service-minded students is a priority that finds expression in year-long projects such as visits to nursing homes, letter-writing to soldiers in Iraq, cards to hospice patients, support for children in Third World countries, and donations to Pregnancy Care, Akron Children's Hospital, St. Bernard's Hunger Center and others. All the service projects are grade-appropriate and instill in the children the belief in and necessity of serving others – and the joy of giving. As an example of one major project, the students raised money for a new roof for a church in San Isidro, a poor farming community in El Salvador. The school proudly displays a photograph of the parishioners of San Isidro gathered in front of their newly roofed church to say "Gracias" to the St. Joseph students.

A dedicated, committed, and caring administration, faculty, and staff are essential to the success of the school, its mission, and its students. Each school year begins with a day of prayer to refresh and refocus the staff. A continuing variety of in-services fosters professional development, improvement in the quality of instruction, the use of individualized interventions, and the application of best practices. St. Joseph School follows the Continuous Improvement Plan approved by the Ohio Catholic School Accrediting Association. In order to help all students reach their full potential, St. Joseph School provides extensive tutoring, language and speech development, and counseling and psychological services.

St. Joseph School actively involves the parents and guardians, the first educators of their children, as co-partners in the mission of the school. By living and modeling the mission of the school, the faculty and staff – supported by faith-centered families who share the same ideals – prepare the students of St. Joseph School for success both in the classroom and as citizens of the world.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

According to the policy of the Diocese of Cleveland, the purpose of the diocesan testing program is to provide administrators, teachers, parents, and students with information that can be used to improve student learning. The testing program for grade one consists of administering the Cognitive Abilities Test in the fall and the Iowa Test of Basic Skills (ITBS) in the spring. In grades three, five, and seven, the Iowa Test of Basic Skills/Cognitive Abilities Test Combined Form is used.

The administration and teachers of St. Joseph School have decided to administer the ITBS to grades two, four, six, and eight in addition to the testing required by the diocese. The change to testing in all grades was made to help the administrators, teachers, and parents identify the students' strengths and weaknesses annually and, in so doing, provide more precise, individualized instruction from year to year. As St. Joseph School strives to ever improve the educational program, the increased amount of test scores will enable the faculty to make decisions based on objective data, provide yearly results across grade levels, enable the tracking of improvements, and identify educational needs.

The 2000 norms for the ITBS Form A were used in the spring of 2004, 2005, and 2006. In 2007 and 2008, the 2005 norms were used. Also in 2008, Form A was revised to Form C by Riverside Publishing Company. St. Joseph School has no subgroups; therefore, no disparities have been reported. The school does not participate in the state assessment system.

For the 2008 test the national student percentile equivalent for the 90th school percentile was 77 for reading and 72 for mathematics for the eighth grade. St. Joseph School's percentile scores were 83 for reading and 80 for mathematics, placing the eighth-grade students in the top 10 percent nationally in both reading and mathematics. In the seventh grade, which is the highest grade tested for the last five years, every class scored above the 90th percentile in both reading and mathematics each of the five previous years.

Traditionally, the reading and math scores of the students in all grades have been excellent. With only a few exceptions in the lower grades over the past five years, the percentile averages of all grades have been within the top 10 percent of the students nationally. In the lower grades, St. Joseph accepts all students whose parents want a Catholic education for their children. Because of this, some of the scores are within the average range. The first-grade scores show where the students are when they begin St. Joseph School. The eighth-grade scores show their achievement when they finish their education at St. Joseph. The scores demonstrate that the longer the students are at St. Joseph School, the higher they will score.

In grades three, five, and seven, an anticipated grade-equivalent score is given based on the Cognitive Abilities Test that can be compared to the actual grade-equivalent from the Iowa Test of Basic Skills. In every test over the last five years, the achievement results were higher than the anticipated scores in reading and mathematics. For example, last year the seventh grade achieved a grade level that was 0.7 higher in reading, 0.3 higher in mathematics, and an average score that was 0.7 higher overall.

An analysis of the consistently high test results reveals the success of St. Joseph's educational program.

### 2. Using Assessment Results:

The standardized test results are studied by the administration and faculty to make decisions both about the school's academic programs and educational strategies for individual students. Every October, a conference is



held with the principal, assistant principal, and classroom teacher to assess the needs of all students who scored at or below the fourth stanine in reading, language, or mathematics. Discrepancies between a student's anticipated score and achievement score are discussed, as are the needs of the gifted students. Assistance is provided either by the classroom teacher or one of the tutors/intervention specialists. In some cases, the results are used in preparing for a multi-factored evaluation to diagnose possible learning difficulties.

Teachers also examine the scores of the students at the beginning of each year to determine the strengths and weaknesses of each class so that their instructional strategies and content can be adjusted to meet the students' needs. Content, educational material, and textbook selection are made based on the data determined by the standardized test results. For example, the mathematics program in grades 6-8 was overhauled to meet the needs of the students. New textbooks were purchased and the students were grouped to allow both remedial and enrichment instruction.

Data is also used to determine the specific needs of the school so that a continuous improvement plan may be developed. The results of subsequent tests are then used to evaluate the effectiveness of the implementation of that plan. Test results are also used to identify the school's specific needs so that a comprehensive professional development plan can be created.

At Saint Joseph School, test results are not merely filed away. They are used extensively to evaluate both the student and school progress and to develop concrete strategies for improvement.

### **3. Communicating Assessment Results:**

To foster consistent, daily communication between home and school, St. Joseph School was the first elementary school in the Diocese of Cleveland to offer parents and students the technology of Edline, a web-based program accessible from home or school. Teachers post information about their classrooms, homework assignments, upcoming tests, and service projects. Grades are made available to both parents and students so progress can be continually monitored. Parents and teachers are able to contact each other through the e-mail link. Teachers, students, and parents routinely work together to address any concerns.

St. Joseph School takes a dual approach to communicating the annual results of the Iowa Test of Basic Skills. Meetings first are held with the staff to present, review, and explain the Iowa results, ensuring that the teachers both understand the results themselves and are able to assist the parents, who also receive a detailed letter from Riverside Publishing that explains their child's progress.

To communicate with the larger parish community, summaries of all test results are published as an insert in the parish bulletin so that all stakeholders are informed of the progress of the children in the school. "St. Joseph School News" is a weekly feature in the parish bulletin that keeps parishioners informed about school events. Among other newsworthy events, the weekly feature recognizes students who make the honor roll, merit roll, and those deserving special mention for other academic accomplishments.

Additional communication between teachers and parents is accomplished with the Meet-the-Teacher night held at the beginning of the school year and the annual open house held during Catholic Schools Week. A monthly newsletter is available both online and in print, and information for parents is kept current on the school's web site where the school's test results may also be examined.

### **4. Sharing Success:**

Saint Joseph School regularly shares best practices with other elementary schools in the Cleveland Diocese. Three areas have been singled out in recent years as best practices: using technology to communicate with parents, using computers as a management tool by teachers, and implementing a K-8 Spanish curriculum.

St. Joseph was the first elementary school to use Edline, a web-based computer program that allows parents to check their child's grades and assignments and facilitates communication between parent and teacher. The school principal has twice made presentations at diocesan-wide principals' meetings to demonstrate how this technology enhanced communication between home and school. An article in the Akron Beacon Journal, the major metropolitan newspaper of the area, and a segment on Fox News (Cleveland) highlighted St. Joseph School's leadership role in this arena.

After these presentations, the school's technology coordinator held workshops for both principals and teachers in each of the four areas of the diocese. Because of this sharing, the program begun at St. Joseph School is currently used by schools throughout the diocese.

St. Joseph School has also been a leader in using the computer as a teaching tool. The technology coordinator has given a workshop to 90 teachers from various schools in the diocese on using Power Point presentations to increase the effectiveness of their teaching.

Because of the excellent Spanish program taught to all students, a number of Spanish teachers from other schools have observed how Spanish is taught at St. Joseph. Teachers are always welcomed to observe at St. Joseph.

In addition to best practices, the University of Akron regularly uses St. Joseph as a site where education majors come to observe seasoned teachers and to then do their student teaching. Hopefully, there are many good area teachers who are implementing practices learned at St. Joseph School.

Both the principal and the assistant principal serve as members of accreditation teams for the Ohio Catholic School Accreditation Association. In that capacity, they visit other schools to help them write and implement quality improvement plans to obtain state accreditation.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

St. Joseph School follows the Diocese of Cleveland's Graded Course of Study, which meets or exceeds the national and Ohio content standards.

The religion curriculum centers around the school's mission "to proclaim the message of Jesus Christ and to help students apply it to their daily lives." Because of this, the school offers age-appropriate opportunities for growth in faith through study of the teachings of the Catholic Church, service projects based on social justice, daily classroom prayer, frequent participation in the Mass, class retreats, and monthly adoration of the Holy Eucharist. Anti-bullying and drug- and alcohol-abuse prevention programs are also taught from a faith perspective.

The language arts curriculum develops the skills of communication: reading, writing, speaking, listening, and researching. Daily writing and journaling are important in every grade, and a student's writing portfolio is kept to demonstrate growth. Grammar, spelling, and vocabulary are stressed as important tools for effective communication. The Accelerated Reader program augments the literature contained in the reading textbooks and personalizes reading practice to each student's ability and interests.

The mathematics curriculum develops the mental processes of problem solving, reasoning, computation, seeing connections, and representing concepts in a variety of ways. The students are provided age- and skill-appropriate instruction to achieve and master these concepts. All of the students in grades K-8 use the computer program, SuccessMaker, designed by Computer Curriculum Corporation, which monitors their mathematical progress and challenges them to work at their ability level. The mathematically advanced students are taught pre-algebra in grade seven and algebra I in grade eight.

The social studies curriculum is taught in all grades. It includes seven strands: religious heritage, history, people in societies, geography, economics, government, and responsible citizenship. The social studies curriculum is enhanced with a yearly Geography Bee, celebration of Constitution Day, election year debates and voting, educational visits to local historical sites, the 7th grade visit to the state capital, and the 8th grade trip to Washington, DC.

The science curriculum is designed to give students at each grade level opportunities to learn by participating in hands-on activities that encourage them to use the scientific method. The students use a state-of-the-art, fully equipped science lab. The curriculum aims to give the students an understanding and appreciation of physical and life sciences while helping them become good stewards of all God's creation. The science program is enriched by activities such as the yearly science fair and field trips to COSI and the Great Lakes Science Center.

The health and physical education curriculum emphasizes respect for self and others, promotes good sportsmanship, and includes education in drug awareness, conflict resolution, and decision-making. The curriculum encourages students to put good habits into practice through the "Walking Program," a voluntary exercise program that rewards students for the miles they walk or run the circumference of the playground during recess.

Visual arts and music programs promote personal growth through participation and appreciation of the arts. Two fully certified teachers provide enrichment through choir, band, drama, and yearly drama productions performed for the student body and stakeholders.

The computer curriculum teaches basic skills necessary for life in modern society. All students receive formal instruction twice a week in the lab, providing them with technical competencies in word processing, databases, spreadsheets, research, multi-media presentations, publishing, and keyboarding. All classrooms are networked, enabling the teachers to share ideas and exchange information easily. The classroom teachers work closely with the computer teacher to integrate computer education with the classroom curricula.

Spanish is taught twice a week in grades K-8 at St. Joseph School as part of the core curriculum. The Spanish curriculum in the lower grades emphasizes speaking, listening, vocabulary, and the appreciation of Hispanic culture. In the upper grades, the emphasis continues on the spoken languages while the curriculum expands to include grammar and written expression.

## **2a. (Elementary Schools) Reading:**

Instilling a lifelong love of reading is a key goal at St. Joseph School, where reading is a major component of the language arts program. Research-based reading instruction is designed to make the curriculum meaningful – and enjoyable – for all students, who progress at their own pace. Based on current research focusing on information processing and retrieval, instruction is layered to create opportunities for all learners using physical, auditory, and verbal modalities. This approach enhances the literature-based Harcourt Reading/Language Arts series and supports the curriculum in the Graded Course of Study.

In K-3, the concentration is on phonics, vocabulary, sight words, skill development, comprehension, and fluency. These skills are practiced through the use of leveled readers, centers, individual literacy goals, trade books, and guided reading groups. In grades four and five, these skills are reinforced while students learn to think critically, read to learn, analyze, evaluate, and develop important study and organizational skills. In grades six through eight, the students move on to the Holt, Rinehart, and Winston series of reading and language books, developing their understanding of literary elements such as plot, inference, figurative language, and point of view. In order to encourage the students to become life-long readers, the classes read and discuss selected, high-interest novels.

St. Joseph uses the Accelerated Reader program, now housed online, to individualize instruction for all grades. Students choose from more than 100,000 book titles, working toward reading goals that reflect their standardized test scores, classroom performance, and individual interests. Analysis of these variables is used to set a child's book level, pacing, progress monitoring, and incentives. Parents use the program's "Home Connect" tool, which links the home and the school, to make their child's reading experience more effective. Home Connect allows parents to see their child's progress toward the reading goals, conduct book searches, review their child's quiz results, and view the books their child has read.

## **2b. (Secondary Schools) English:**

## **3. Additional Curriculum Area:**

All students in K-8 attend Spanish class twice a week. Not only are the language objectives important, but the cultural ones as well. By studying Spanish, students are exposed to and learn to appreciate different customs and cultures.

With the ever-increasing interdependence of nations, the study of a foreign language has become essential to the effectiveness of the United States in a global world. Students are better prepared to function in that global world by acquiring a second language and an understanding of different ways of life. Integrating the Spanish curriculum into other disciplines such as social studies and reading gives added relevance to the study of Spanish. The students sponsor a number of children in Central America and correspond regularly with them.

In the kindergarten and first grade, the focus is on the development of listening and speaking skills and cultural awareness. Lessons begin with topics close to the students, the home, and the school and include topics such as family, friends, home, colors, foods, etc. Students begin speaking Spanish by responding to modeling. Oral repetition, singing, use of visuals, and artwork reinforce vocabulary lessons. All classes begin with a prayer and blessing spoken in Spanish.

In second and third grade, the students continue the development of listening and speaking skills. The students sing songs in Spanish, do play-acting, communicate in Spanish, and delve more deeply into the Spanish culture.

In the fourth and fifth grades, the primary goal is the progressive development of purposeful communication. Reading and writing are introduced as natural extensions of oral language. There is no text; and the emphasis is on oral questioning, responding properly, and constant practice.

The junior high students learn grammatical structures and verbs in the past, present, and imperfect tenses. The goal of the Spanish classes is to have the majority of students test out of first-year Spanish when they go on to high school.

#### **4. Instructional Methods:**

Committed to helping students achieve their full academic potential, St. Joseph School teachers employ a variety of instructional methods and content adjustments.

Four students have an Individual Education Program (IEP) and 21 have a Supplemental Educational Goals and Objectives Plan (SEGO). There is a staff member assigned to each of these students to make sure that the plan is being fully implemented. Two tutors provide individual and group tutoring in addition to helping students in the classroom.

The Accelerated Reader program is used in all grades to provide essential reading practice personalized according to a student's reading level and interests. Student goals are set by the student and teacher, based on the student's reading scores from the ITBS.

In mathematics, each class is ability-grouped within the classroom to provide both remedial and accelerated assistance. In the junior high grades, the students are grouped into separate classes. The average and lower students will leave eighth grade ready to succeed in high school math. The better math students will finish eighth grade having completed algebra I.

Instruction in both reading and math is supported by SuccessMaker, a school-wide computer program designed by Computer Curriculum Corporation. This program incorporates lessons in math with management software that allows the teacher and parent to determine student need and track the progress that is being made.

Before starting kindergarten, each child is assessed using the norm-referenced Early Prevention of School Failure (EPSF). The EPSF program identifies each child's learning style and developmental level in language, auditory, visual, and motor areas. Information from the EPSF program helps the teachers provide appropriate learning activities for all students, ensuring a solid foundation for future learning.

From the activity centers in the lower grades, to grouping based on standardized test scores, to the individual goals for each student in physical education, helping students achieve their full academic potential is always a priority at St. Joseph School.

## **5. Professional Development:**

The administration, faculty, and staff of St. Joseph School are committed to professional development to continually improve teaching skills and student learning. Eight professional days are scheduled for this purpose each year, and two additional days are provided for each teacher's independent professional development.

All professional development is tied to the improvement of student learning as documented in the school's Continuous Improvement Plan. For the past several years, the focus has been on individualizing instruction to meet the needs of each student. To that end, workshops held at St. Joseph for its staff members have included:

- Specific strategies for meeting the needs of all children in a self-contained classroom.
- Specific strategies for working with the ADD/ADHD student.
- How to use curriculum mapping to improve instruction.
- Interpretation and use of standardized test scores to improve classroom instruction.
- Best practices for individualizing math instruction.
- Using student-led conferences to improve instruction.

Because the teachers are expected to both teach and model the Catholic faith, the following workshops have also been held at St. Joseph School:

- Nurturing a healthy spirituality.
- The spirituality of a Catholic schoolteacher.
- Modeling Christ in the classroom.
- Sharing your faith with your students.
- Praying with your students.

In addition to the workshops for the staff, each teacher at St. Joseph School is responsible for developing a Professional Growth Plan that is aligned with the school's Continuous Improvement Plan. The Professional Growth Plan is developed each September at a conference with the principal and outlines the teacher's goals for the school year, the steps that the teacher will take to achieve the goals, and the data that the teacher will provide to demonstrate progress toward the achievement of the goals.

## **6. School Leadership:**

Catholic elementary schools in the Diocese of Cleveland are independent units under the authority of the local parish. As such, the final authority for all decisions resides with the pastor of the parish. The superintendent and central office help the school maintain quality educational programs and act as liaisons between the school and the Ohio Department of Education.

The pastor of St. Joseph Parish has been very supportive of the parish school and considers it the primary apostolate of the parish. He is committed to working with the principal, teachers, and parents to establish a strong faith community that also offers an excellent education.

The principal is committed to a collaborative style of leadership. He has a vision of the goals and direction that the school should take based on the Continuous Improvement Plan that was developed by the faculty under his leadership. Teachers' meaningful involvement in the total educational program has led to a high

level of teacher satisfaction, evidenced by a very low turnover rate. Only two teachers have left the school in the last eight years; one retired, and the other left to join her husband who was transferred out of state.

To collaborate closely with the teaching staff, the principal and assistant principal meet monthly with a teacher advisory committee and hold grade-level meetings in addition to the regular all-staff meetings.

So that all teachers are working toward the implementation of the school improvement plan and their personal development, the principal and assistant principal meet with each teacher to review the teachers' professional goals for the school year. During the same conference, the educational program of students with special needs is discussed.

The concept of servant leadership guides the leadership philosophy of St Joseph School. The principal, an ordained deacon, and the assistant principal strive to be models in the practice of the faith for the teachers who, in return, must be models for their students.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2450</u> K	<u>\$2450</u> 1st	<u>\$2450</u> 2nd	<u>\$2450</u> 3rd	<u>\$2450</u> 4th	<u>\$2450</u> 5th
<u>\$2450</u> 6th	<u>\$2450</u> 7th	<u>\$2450</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 4277 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1100
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
42 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
100 %



## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2007 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	67	62	76	70	64
Number of students tested	32	38	49	52	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Form C was used in February of 2008. Form A was used in 2004, 2005, 2006, and 2007.

The 2005 norms were used in 2007 and 2008. The 2000 norms were used in 2004, 2005, and 2006.

Subject: Reading

Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2007 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	62	59	77	59	60
Number of students tested	32	38	49	52	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Form C was used in February of 2008. Form A was used in 2004, 2005, 2006, and 2007.

The 2005 norms were used in 2007 and 2008. The 2000 norms were used in 2004, 2005, and 2006.

Subject: Mathematics                      Grade: 2   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb				
<b>SCHOOL SCORES</b>					
Average Score	69				
Number of students tested	33				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The ITBS was given in the second grade for the first time in the spring of 2008.

Form C was used in February of 2008. The 2005 norms applied.

Subject: Reading                      Grade: 2   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb				
<b>SCHOOL SCORES</b>					
Average Score	75				
Number of students tested	33				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The ITBS was given in the second grade for the first time in the spring of 2008.

Form C was used in February of 2008. The 2005 norms applied.

Subject: Mathematics                      Grade: 3   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	69	62	71	62	66
Number of students tested	43	46	46	45	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Form C was used in February of 2008. Form A was used in 2004, 2005, 2006, and 2007.

The 2005 norms were used in 2007 and 2008. The 2000 norms were used in 2004, 2005, and 2006.

Subject: Reading                      Grade: 3   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	66	78	78	77
Number of students tested	43	46	46	45	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Form C was used in February of 2008. Form A was used in 2004, 2005, 2006, and 2007.

The 2005 norms were used in 2007 and 2008. The 2000 norms were used in 2004, 2005, and 2006.

Subject: Mathematics                      Grade: 4   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb				
<b>SCHOOL SCORES</b>					
Average Score	70				
Number of students tested	43				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The ITBS was given in the fourth grade for the first time in the spring of 2008.

Form C was used in February of 2008. The 2005 norms applied.

Subject: Reading                      Grade: 4   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb				
<b>SCHOOL SCORES</b>					
Average Score	68				
Number of students tested	43				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The ITBS was given in the fourth grade for the first time in the spring of 2008.

Form C was used in February of 2008. The 2005 norms applied.



Subject: Mathematics                      Grade: 5   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	71	79	77	77
Number of students tested	44	42	57	56	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Form C was used in February of 2008. Form A was used in 2004, 2005, 2006, and 2007.

The 2005 norms were used in 2007 and 2008. The 2000 norms were used in 2004, 2005, and 2006.

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2007 Publisher: Riverside

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	73	82	80	81
Number of students tested	44	42	57	56	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Form C was used in February of 2008. Form A was used in 2004, 2005, 2006, and 2007.

The 2005 norms were used in 2007 and 2008. The 2000 norms were used in 2004, 2005, and 2006.

Subject: Mathematics                      Grade: 6   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb				
<b>SCHOOL SCORES</b>					
Average Score	75				
Number of students tested	38				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The ITBS was given in the sixth grade for the first time in the spring of 2008.

Form C was used in February of 2008. The 2005 norms applied.

Subject: Reading                      Grade: 6   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb				
<b>SCHOOL SCORES</b>					
Average Score	78				
Number of students tested	38				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The ITBS was given in the sixth grade for the first time in the spring of 2008.

Form C was used in February of 2008. The 2005 norms applied.

Subject: Mathematics                      Grade: 7   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	78	77	76	76
Number of students tested	51	53	48	50	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Form C was used in February of 2008. Form A was used in 2004, 2005, 2006, and 2007.

The 2005 norms were used in 2007 and 2008. The 2000 norms were used in 2004, 2005, and 2006.

Subject: Reading                      Grade: 7   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	82	79	74	79
Number of students tested	51	53	48	50	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Form C was used in February of 2008. Form A was used in 2004, 2005, 2006, and 2007.

The 2005 norms were used in 2007 and 2008. The 2000 norms were used in 2004, 2005, and 2006.

Subject: Mathematics                      Grade: 8    Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007    Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb				
<b>SCHOOL SCORES</b>					
Average Score	80				
Number of students tested	52				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The ITBS was given in the eighth grade for the first time in the spring of 2008.

Form C was used in February of 2008. The 2005 norms applied.

Subject: Reading                      Grade: 8   Test: Iowa Test of Basic Skills  
Edition/Publication Year: C/2007   Publisher: Riverside  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Feb				
<b>SCHOOL SCORES</b>					
Average Score	83				
Number of students tested	52				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

The ITBS was given in the eighth grade for the first time in the spring of 2008.

Form C was used in February of 2008. The 2005 norms applied.

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